

TEACHERS OF ENGLISH/ LANGUAGE ARTS

Standard #1: Concepts, Tools of Inquiry, and Structures of English/language arts.

English/language arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/language arts meaningful for all students.

Performances:

1. relate research to practice in helping students develop their language abilities (e.g., writing process research and approaches to response based teaching of texts, etc.).
2. create opportunities for students to read a diverse range of literary and technical texts and create opportunities for them to write effectively using many forms.
3. engage students in meaningful experiences that extend their abilities to use language both creatively and as shaped by accepted conventions (e.g., standard usage, mechanics, spelling, etc.).
4. support student participation in many language communities (e.g., home, school, peer group, work place etc).
5. incorporate the historical and cultural perspective and changing nature of English/language arts in their approaches to teaching students.
6. integrate media and technology into their instruction.
7. ensure that students analyze and create messages shaped by social, cultural, intellectual, and political contexts and that students can explain how these contexts influence their own understandings.
8. create opportunities for students to use language as a tool of inquiry for many purposes.
9. engage in collaborative teaching and learning activities with colleagues in other disciplines.
10. ensure that students use and understand critical thinking strategies.

Knowledge:

1. research on how people compose (create text) and make meaning with oral and written text and the implication of this knowledge for teaching.
2. that different approaches to teaching reading mirror different ways of understanding and analyzing texts.
3. the relationship between the processes of composing and responding.

4. a variety of literature including children's, adolescent, and adult literature, works by diverse and international authors, works across nonfiction and fiction genres, and works from different time periods.
5. how to write using a variety of forms of written expression including creative and expository texts.
6. how different purposes and audiences may change composing and responding to oral or written texts.
7. a variety of nonverbal communication modes.
8. conventions of spoken, written, and dramatic texts and how such conventions influence meaning.
9. that the English language is alive and that it varies and changes in different regions, across different cultural groups, and across different time periods.
10. the influences of modern media and technology on communication, and how these may influence composing, interpreting, and responding with texts.
11. social, intellectual, cultural, and political contexts that shape language use.
12. that language has value as a means of inquiry and personal reflection.
13. that texts both reflect and shape perspectives of people from different time periods and from different cultural groups.

Dispositions:

1. care passionately about English/language arts in their lives.
2. appreciate the importance of English/language arts in people's lives in all its various forms and uses.
3. appreciate that the English/language arts are dynamic and always changing.
4. recognize that their colleagues in other disciplines are also teachers of language arts.
5. value the concept that the language arts are an integrated whole.
6. respect each learner's unique language and language-learning style.

Standard #2: Knowledge of Language Development and Learning Theory.

English/language arts teachers understand how students acquire language and provide opportunities that support their learning and language development.

Performances:

1. model and nurture lifelong literacy learning in their classrooms.
2. use their knowledge of language development to design appropriate learning experiences.
3. create positive classroom environments where individual developmental differences are respected, supported, and encouraged.
4. base instruction on students' strengths, e.g., oral language, prior language, background .
5. integrate instruction among the English/language arts.

Knowledge:

1. the conditions that enhance the development of lifelong literacy learning.
2. how students develop their abilities to understand and use language.
3. that students' diverse backgrounds, attitudes, interests, and experiences influence their language learning.
4. oral language is the basis for developing written language.
5. each of the English/language arts (reading, writing, speaking, listening, thinking) is related and develops concurrently.

Dispositions:

1. respect and appreciate the range of individual developmental differences and the impact on learning language.
2. value the role of families, community, and the work place in promoting language growth.
3. respect and appreciate various forms of expression that are characteristic of different developmental levels.

Standard #3: Knowledge of and Adaptation to Diverse Learners.

English/language arts teachers understand how students differ in their approaches to learning language and create instructional opportunities that are adapted to diverse learners.

Performances:

1. use a variety of instructional strategies to help students with different learning modalities including reading aloud, literature-based projects, storytelling, drama, etc.
2. use awareness of diversity to enhance student learning and use of language.

3. use a variety of materials (including text, video and audio tapes, computer simulations, etc.) and instructional activities to empower students to use language effectively.
4. build upon student differences to further English/language arts learning.

Knowledge

1. language development theories and how they relate to individual learners.
2. how diversity influences the ways in which students learn and use language.
3. materials and instructional activities which are appropriate for helping students connect to, extend, and enhance their unique language development.
4. that there are multiple ways of knowing.

Dispositions:

1. appreciate and value a variety of instructional strategies to meet the individual language needs of students.
2. appreciate and respect diversity in order to enhance student language learning.
3. believe that using a variety of instructional materials and activities empowers students to use language effectively.

Standard #4: Instructional Strategies and Curriculum Design.

English/language arts teachers understand and employ a variety of instructional strategies which are developmentally appropriate for language learners and can use appropriate curriculum design for teaching the English/language arts.

Performances:

1. can articulate a philosophy of English/language arts which is based on critical characteristics of the discipline and which reflects students as continuous language learners.
2. design English/language arts curriculum which is standards-based and student-centered.
3. develop English/language arts curriculum based on the assumption that English/language arts is an integrated subject.
4. design, develop, and implement multidisciplinary and interdisciplinary curriculum, especially in conjunction with colleagues.
5. use a variety of research-based strategies to help students become effective listeners, speakers, readers, writers, viewers and thinkers (e.g., process writing approaches, reader-response questioning strategies.)
6. use art, drama, music, and other sign systems as part of the instructional repertoire.
7. meet individual needs by using a variety of instructional strategies that are responsive to the social and cultural contexts of the classroom.
8. use instructional strategies that provide for the active engagement of students.
9. use intervention strategies that promote success for all learners.
10. use metacognitive strategies (think-alouds, self-assessments, goal-setting, written reflections) to help students become effective listeners, speakers, readers, writers, viewers and thinkers.
11. use instructional strategies that help students to present their writing in a variety of readable, grammatically and mechanically correct formats (e.g., handwriting, keyboarding).

Knowledge:

1. the key principles of English/language arts curriculum development, instruction, and assessment (formative and summative), and their underlying research bases.
2. a variety of curriculum models which help frame English/language arts as an active, involving curriculum for student language learners.
3. a variety of effective instructional strategies that help students become active readers, speakers, listeners, writers, viewers and thinkers.
4. ways to involve students through art, drama, music, and other sign systems.
5. instructional strategies that foster the active learning of language.

Dispositions:

1. hold a clear philosophy about English/language arts which informs their thinking about English/language arts curriculum and instruction and how their students learn and develop their own language.
2. believe that curriculum approaches and instructional strategies should be based on research and best practice and be flexible, varied, and responsive to student needs.
3. believe that English/language arts curriculum should be standards-based and student-centered.
4. believe that curriculum frameworks reflect the notion that English/language arts is an integration of its components (speaking, reading, etc.).
5. value the potential role of English/language arts in multidisciplinary and interdisciplinary curriculum planning.
6. value instructional strategies which actively engage students in learning.
7. appreciate a variety of diverse student expressions as listeners, speakers, readers, writers, and viewers.

Standard #5: Learning Environment.

English/language arts teachers use an understanding of individuals and groups to create a language learning community that encourages positive social interaction, active engagement in learning, self-motivation, and collaboration.

Performances:

1. create a caring and language rich learning atmosphere where all students have the opportunity to learn both cooperatively and individually.
2. collaborate with students to create a social structure in the classroom which encourages active participation in a literate community.
3. structure their classroom organization and environment so that effective English/Language Arts instruction and learning can occur.

Knowledge:

1. how to nurture communities of language learners based on theories of human behavior and child development.
2. the principles of effective classroom management and interaction.
3. situations which enhance or diminish a positive language learning environment.
4. the characteristics of a language rich environment.
5. the rights and responsibilities of the individual within a democratic environment for language learning.

Dispositions:

1. believe that the language learning environment should be shaped by practices based on research of human behavior in the social sciences.
2. are committed to fostering a language rich environment.
3. appreciate and respect that students have individual differences and function individually in groups and that groups have individual identities.

Standard #6: Communication Using Media and Technology.

English/language arts teachers use knowledge of effective media communication techniques to foster active inquiry, collaboration, and supportive interaction in classrooms.

Performances:

1. encourage student learning through a variety of media (e.g. text, audiovisual aids, Internet access, word processing, desktop publishing, broadcast communications).
2. integrate a variety of verbal and nonverbal media communication techniques in their practice.
3. select and encourage student selection of appropriate media and technology in support of learning.
4. model and encourage students to evaluate and use media and technology appropriate to their experiences and needs.
5. model the use of media and technology as tools of personal and collaborative inquiry.

Knowledge:

1. a variety of media communication techniques.
2. how to integrate current media and technology in support of a collaborative, interactive language classroom.
3. that student experiences can affect student interactions with media and technology.
4. how to use media and technology as a tool for inquiry in English/language arts classrooms.

Dispositions:

1. value the role of media and technology in instruction.
2. believe media and technology are integral parts of language arts instruction.
3. value a variety of student expressions through media and technology.
4. value the role of media and technology in personal and collaborative inquiry.

Standard #7: Assessment.

English/language arts teachers understand and use formal and informal assessment strategies to evaluate and ensure continuous language growth.

Performances:

1. collect multiple types of assessments on language learners.
2. design multiple types of assessment instruments (e.g., observation, rubrics, rating scales, checklists, anecdotal records) for classroom use and use these to provide appropriate intervention programming when necessary.
3. use multiple sources of data to assess the growth of individual language learners in their reading, writing, speaking, listening, viewing, and enacting activities.
4. use assessment data to adjust English/language arts curriculum and instruction to student needs.
5. explain these assessments and results clearly to students, parents, and others in the community of learning.
6. provide opportunities for students to assess their own language growth through the use of portfolios, publications, oral interpretations, enactments, etc.

Knowledge:

1. various assessment strategies for reading, writing, speaking, listening, viewing, and enactments (e.g., miscue analysis, portfolios, peer and individual conferencing, tests, observations, oral and written language use, performances.).
2. when it is appropriate to use each type of assessment and how to use this information to promote student learning and select or deliver appropriate interventions programming.
3. interpretation of various kinds of data assessing the learner's reading, writing, speaking, listening, viewing, and enacting abilities.

Dispositions:

1. believe that assessment is an interwoven, natural, ongoing activity in classroom instruction.
2. believe that using multiple assessment strategies increases opportunities for successful language growth.
3. are convinced that an important goal is student self-assessment of reading, writing, speaking, listening, viewing, and enactments.
4. realize that assessments can be empowering for student language growth.
5. are sensitive to the connection between student linguistic background and supportive assessment practices.

Standard #8: Professional Development.

English/language arts teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Performances:

1. attend conferences, workshops, continuing education classes, and other professional development opportunities in the English/language arts field.
2. read professional literature relevant to English/language arts instruction on a regular basis.
3. participate in continual personal and collegial reflection on practice.
4. use a variety of ways to monitor the effects of their practice on students, parents, and professional colleagues.
5. collaborate with colleagues in the English/language arts and other disciplines.
6. investigate their own biases and seek to resolve problems that stem from areas of conflict.
7. conduct research in the classroom which assists them in improving their practice.
8. model reading and writing and effective oral language uses.

Knowledge:

1. how professional organizations/associations, conferences, advanced course work, and other professional opportunities in the English/language arts field contribute to professional growth.
2. a variety of ways to evaluate their own practice and continue their own learning.
3. the meaning of "reflective practice."
4. the importance of teacher collaboration and cross-disciplinary cooperation.
5. the purposes of and ways to generate classroom research.
6. enthusiasm for the development of oral language as well as literature and composition.

Dispositions:

1. are committed to continually upgrading their professional knowledge and skills.
2. believe effective teachers continually monitor their own practice and its effects on students, parents, and professional colleagues.
3. are committed to allotting time for personal and collegial reflection on practice.
4. value lifelong literacy learning for both students and teachers.

5. value the need for teacher collaboration and cross-disciplinary cooperation.
6. believe teachers should be researchers in their own classrooms.

Standard# 9: School and Community.

English/language arts teachers work closely with school colleagues, care givers, parents, and agencies in the larger community to support students' language learning and well-being.

Performances:

1. develop a school and classroom community that values many levels and types of literacy including the acquisition of English as a new language.
2. create an atmosphere that addresses the students' needs for a sense of belonging to the school and to the larger community as language users.
3. create opportunities for language experiences through participation in the school and larger community.
4. understand and support school governance and decision-making procedures.

Knowledge:

1. the need to develop a school community that values many levels and types of literacy including the acquisition of English as a new language.
2. students' needs for a sense of belonging to the school and to the larger community of language users.
3. the different kinds of resources available within a community which support language development and use.

Dispositions:

1. acknowledge the need to develop a school community that values many levels and types of literacy including the acquisition of English as a new language.
2. value the students' needs for a sense of belonging to the school and to the larger community.
3. value the larger community as a source of authentic language experiences.

Appendix

Guidelines for Developing English/language arts Programs for Teachers of Early Childhood and Middle Childhood:

The English/Language Arts Advisory Group acknowledges, as background to these recommendations, the review and use of ideas from the following professional groups:

- INTASC English/Language Arts Principles

- National Council of Teachers of English/International Reading Association's Standards for the English Language Arts
- Speech Communication and American Association of Theater Education Certification and Preparation Standards
- International Reading Association's Standards for Reading Professionals.

Guideline 1:

All Early Childhood and Middle Childhood English/language arts teachers should have a literacy content background derived from the English/language arts standards. This background should enable them to assist the growth of oral and print literacy development in students in the Early Childhood and Middle Childhood stages. Teachers at these levels must themselves have strong oral and literacy abilities including:

- writing
- literature
- oral discourse.

Early Childhood and Middle Childhood English/language arts teachers must be able to assist students in becoming literate and orally proficient. Early and Middle Childhood English/language arts teachers must be proficient in:

- elementary reading and language arts
- diagnostic assessment of reading and writing
- oral discourse theory and language development
- development of physical skills of early learners/fine motor skills, including handwriting

Guideline 2:

In addition to the background under Recommendation 1, the Early Childhood and Middle Childhood English/language arts teacher's content background should include:

Literature and Reading

- reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and non-fiction works
- reading and understanding a wide variety of children's literature by diverse and international authors of both genders
- knowledge and understanding of theories of reading and of the reading process and how these relate to all effective reading strategies
- knowledge and understanding of diagnosis and intervention for reading difficulties.

Writing

- knowledge and understanding of theories of writing and of the writing process and how these English/language arts relate to currently accepted writing strategies
- knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.

Language and Media

- knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
- knowledge and understanding of accepted rules of grammar, mechanics, spelling, syntax, and usage
- knowledge and understanding of a variety of media and technology forms (environmental print, television, software, video, internet).

Speaking, Listening, Nonverbal

- knowledge of skills associated with public address and debate as well as speaking for a variety of purposes
- knowledge of the importance of critical and aesthetic listening
- knowledge of the importance of interpersonal and group communication skills
- knowledge of the importance of oral interpretation skills
- knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth.
- knowledge of the importance of the connection between one's own thought processes and learning.

For this developmental level, and for this level of schooling, Early Childhood and Middle Childhood English/language arts teachers' pedagogical and liberal arts backgrounds must build from the assumption that the English language arts is an integrated whole that includes reading, writing, speaking, and listening and that is grounded in thinking. Pedagogy should model:

- integration of English/language arts (reading, writing, speaking, listening, and thinking) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining English/language arts curriculum and instruction standards
- integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

Where these specific areas on content for the Early Childhood and Middle Childhood teacher are taught, a modeling of the wholeness and integration of the English/language arts throughout these formative content experiences would best serve the learning of the content and would reinforce the intent of the English/language arts standards.

Guidelines for Developing English/language arts Programs for Teachers of Early Adolescence:

The English/Language Arts Advisory Team acknowledges, as background to these recommendations, the review and use of ideas from:

- Early Adolescence/English Language Arts Standards from the National Board for Professional Teaching Standards
- INTASC English/language arts Principles
- Indiana's standards for the Early Adolescence Generalist
- Speech Communication and American Association of Theater Education Certification and Preparation Standards
- International Reading Teacher's Standards for Reading Professionals
- NCATE/NCTE Approved Curriculum Guidelines for English/Language Arts.

Guideline 1:

All teachers of young adolescents need to know about oral and written literacy and they need to have a literacy content background, derived from the English/language arts standards, which allows them to assist the growth of oral and print literacy development in young adolescents in their subject fields and on a team. Teachers at this level must themselves have appropriate oral and literacy abilities including:

- writing
- literature
- oral discourse.

Teachers at this level must be able to assist their students in becoming orally proficient as well as literate in their various content areas. English/language arts teachers of young adolescents must be proficient in:

- reading and writing in the content areas appropriate for young adolescents
- diagnostic assessments of reading and writing appropriate for young adolescents
- oral discourse theory and language development appropriate for young adolescents.

Guideline 2:

In addition to the background under Recommendation 1, the English/language arts/Early Adolescence Generalist (EAG) teacher's content background, in order to best fulfill the intent of the standards, especially Standard 1, should include:

Literature and Reading:

- reading and understanding a wide variety of literature and literacy devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays and other non-fiction types of works including technical and informational tests.
- reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders
- reading and understanding a diversity of American works
- reading and understanding of a wide diversity of young adult literature selections and authors
- knowledge and understanding of theories of reading and of the reading process and how these English/language arts relate to all effective reading strategies, as well as how reading is used as a tool of inquiry.

Writing:

- knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to currently accepted writing strategies.
- Knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.
- Knowledge about and ability to model writing well in a variety of forms.

Language and Media:

- knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language)
- knowledge and understanding of accepted rules of grammar, spelling, syntax and usage
- knowledge, understanding, and critical judgment of a variety of media and technology forms (e.g. environmental print, television, software, video, internet).

Speaking, Listening, and Nonverbal:

- knowledge of skills associated with public address and debate as well as speaking for a variety of purposes
- knowledge of the importance of critical and aesthetic listening
- knowledge of the importance of interpersonal and group communication skills, as well as intercultural skills.
- knowledge of the importance of oral interpretation skills

- knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth.
- knowledge of the importance of the connection between one's own thought processes and learning.

For this developmental level, and for this level of schooling, English/language arts/EAG teachers' pedagogical and liberal arts backgrounds must take into account the overriding assumption that the English language arts are an integrated whole (reading, writing, speaking, and listening grounded in thinking and other NCTE basics). Pedagogy should model:

- integration of English/language arts (reading, writing, speaking, listening, and thinking) in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards
- integration of English/language arts with other discipline areas for the purposes of multidisciplinary, interdisciplinary and integrated curriculum development.

Where these specific areas of content for the English/language arts/EAG teacher are taught, a modeling of the wholeness and integration of the English/language arts throughout these formative content experiences would best serve the learning of the content and would reinforce the heart of the remaining pedagogical standards for English/language arts (Standards 2-9).

Guidelines for Developing English/Language Arts Programs for Teachers of Adolescence and Young Adulthood (AYA):

The English/Language Arts Advisory Group acknowledges, as background to these recommendations, the review and use of ideas from:

- INTASC English/Language Arts Principles
- Adolescence and Young Adulthood/English Language Arts Standards from the National Board for Professional Teaching Standards
- Speech Communication and American Association of Theater Education Certification and Preparation Standards
- International Reading Teacher's Standards for Reading Professionals
- NCATE/NCTE Curriculum Guidelines for English Language Arts
- Indiana Professional Standards Board Standards for Adolescence and Young Adulthood Generalists.

Guideline 1:

The English/Language Arts Advisory group believes that all Adolescence and Young Adult (AYA) teachers, regardless of content major or academic emphasis, should have a literacy content background derived from the English/language arts standards. This background should enable them to assist the continued growth of oral and print literacy development of

older adolescents and young adults in all content areas. Teachers themselves must have strong oral and literacy abilities including:

- writing
- literature
- reading
- oral discourse.

All AYA teachers must be able to assist students in becoming orally proficient as well as literate in their various content areas. The English/language arts teacher at this level must be proficient in:

- reading and writing, including methodology
- diagnostic assessment of reading and writing of adolescents and young adults
- oral discourse theory and language development.

Guideline 2:

In addition to the background under Recommendation 1, the English/language arts teacher's content background should include substantial study in the English/language arts including:

Literature and Reading:

- reading and understanding a wide variety of literature and literary devices/strategies across the genres of poetry, novels, short stories, drama, biography, autobiography, essays, and other non-fiction types of works including technical and informational texts.
- reading and understanding of a wide variety of literature by diverse and international authors and authors of both genders
- reading and understanding a diversity of American literature
- reading and understanding a variety of British works and their English/language arts relationship to the history of the English language
- reading and understanding a wide diversity of contemporary young adult literature
- knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts
- knowledge and understanding of theories of reading and of the reading process and of strategies for helping students comprehend a variety of texts well.

Writing:

- knowledge and understanding of theories of writing and of the writing process and how these relate to currently accepted writing strategies

- knowledge and understanding of the research process and using various technologies as tools of inquiry
- knowledge about and ability to model writing well in a variety of forms.
- knowledge about and ability to use an editing process (which includes proofreading) to produce texts that follow the accepted conventions of the field and utilize acceptable formats for the purpose and audience of a given text.

Language and Media:

- knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts;
- knowledge and understanding of accepted rules of grammar, syntax, spelling, mechanics, and usage especially as identified by the *Indiana Academic Standards*;
- knowledge and critical understanding of a variety of media and technology forms and how these relate to other oral and written texts.
- knowledge and understanding of the formatting and language conventions that are appropriate for various production and performance contexts (e.g., manuscript form for a technology manual, business letter formats, referencing styles).

Speaking, Listening, and Nonverbal:

- knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes
- knowledge and understanding of the importance of critical and aesthetic listening
- knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures and within the workplace
- knowledge and understanding of the importance of oral interpretation skills
- knowledge and understanding of the importance that enactments (informal drama) have in English/language arts relation to language growth.

Since the English language arts is an integrated whole (reading, writing, speaking, and listening grounded in thinking), pedagogy should model:

- integration of English/language arts (reading, writing, speaking, listening and thinking) in creating and interpreting texts and in the use of themes for this integration, especially as this fits the English/language arts curriculum and instruction standards
- integration of English/language arts with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

Glossary

Not for Board Approval

Composing: a thinking process in which people create text.

Conventions: an accepted practice in a spoken or written language, accepted rules by a field, e.g., standard usage of language, mechanics, grammar, spelling, semantics and syntax, etc.

Dispositions: values, beliefs, and attitudes toward education, students, and communities that guide an educator's professional practice.

Diversity: the wide range of ways in which individuals or groups and populations have observable, demonstrable physical and behavioral differences.

Editing process: the changing or adding of ideas during the writing process.

Enact: (enacting, enactment): the ability to do; the process of doing, e.g., dance, movement, gesture, dramatic activity, etc.

English/language arts: the field that encompasses all aspects of the English language.

Genre: category of classification, usually by form, technique, or content.

Higher order thinking: a form of complex cognition of a logical or abstract type such as, synthesis, analysis and evaluation.

Indiana Academic Standards: statements that define what Indiana students should know and be able to do upon completion of specific levels of instruction.

Inquiry: a systematic investigation of a topic or issue as part of discovering possible solutions for problems or as part of discovering new knowledge or new perspectives on existing knowledge.

Intervention: reading instruction designed to prevent reading failure usually delivered in tutorial or small groups.

Learning modalities: different ways to learn, e.g., auditory, visual, tactile, or kinesthetic.

Literacy: the capacity to record a wide range of reading, writing, spelling, and other language tasks associated with everyday life (IRA-NCTE Standards 1996).

Literary devices: effective implements that an author uses to draw mood more artfully or to persuade more eloquently (e.g. alliteration, hyperbole, simile)

Media and technology forms: publication forms such as desktop publishing programs and graphic/media presentation programs as well as HTML format for web publishing.

Metacognition: awareness of one's cognitive process or thinking.

Multicultural: multitude of differing viewpoints and perspectives, e.g., cultural, language, socioeconomic, gender, etc.

Multiple ways of knowing: an understanding by rational, emotional, spacial, motor, or intuitive means, or a combination of these means.

Reflective practice: the process of looking at one's experiences and giving careful consideration to the experiences by analyzing and evaluating results.

Repertoire: the range of approaches for doing a task.

Responding: the process of listening, reading, and reviewing that encompasses personal reaction as well as comprehension, analysis, synthesis, and critical thinking.

Sign Systems: different ways to express meaning; they include language, art, music, drama, and mathematics.

Speaking applications: uses for speech, such as to persuade, inform, or inflame

Standards-based: instruction based on the *Indiana Academic Standards* for the appropriate grade level and content area.

Technical and informational texts: writing to communicate specific information, as a scientific description.

Text: refers to printed communications in their varied forms; oral communicating, including conversations, speeches, etc.; and visual communications such as film, video, and computer displays.

Vocabulary development: the growth of a person's stock of known words and meanings and the teaching/learning principles that lead to such growth.

Writing process: the many aspects of the complex act of producing a written communication; specifically, planning and prewriting, drafting, revising, editing and proofreading, and publishing.

Writing strategies: plans for writing which may include teaching of each part of the process listed under "Writing Process".